UNIDADE 5

NOÇÕES DE ORGANIZAÇÃO TEXTUAL E LEITURA CRÍTICA

5.1 OBJETIVO GERAL

Apresentar ao aluno a importância da organização de um texto na compreensão dos seus detalhes e pontos principais.

5.2 OBJETIVOS ESPECÍFICOS

Esperamos que, ao final desta Unidade, você seja capaz de:

a) identificar se o texto está bem ou mal construído/organizado;

b) reconhecer os elementos de coesão que tornam um texto compreensível;

c) identificar as conjunções e marcadores do discurso.

5.3 ORGANIZANDO O TEXTO PARA ENTENDÊ-LO MELHOR

Menino,

venha pra dentro, olhe o sereno! Vá lavar essa mão. Já escovou os dentes? Tome a bênção a seu pai. Já pra cama!

Onde é que aprendeu isso, menino? Coisa mais feia. Tome modos. Hoje você fica sem sobremesa. Onde é que você estava? Agora chega, menino, tenha santa paciência.

De quem você gosta mais, do papai ou da mamãe? Isso, assim que eu gosto: menino educado, obediente.

Está vendo? É só a gente falar. Desça daí, menino! Me prega cada susto... Pare com isso! Jogue isso fora. Uma boa surra dava jeito nisso. Que é que você andou arranjando? Quem lhe ensinou esses modos? Passe pra dentro. Isso não é gente para ficar andando com você.

Fernando Sabino[11]

Figura 17 – Menino



Fonte: *Pixabay* (2015).[10]

O jornalista e escritor *Fernando Sabino* é autor de um grande número de obras, dentre crônicas, contos e romances. A crônica "Menino", cujo trecho você leu acima, revela o diálogo implícito entre uma mãe e seu filho, em que se ouve apenas a voz da mãe, mas é escrito de tal forma que permite ao leitor reconstruir a conversa.

Você deve ter observado que o texto, a despeito de coerente, não tem coesão, ou seja, não é repleto de elementos coesivos ou conectores, tais como preposições, conjunções, pronomes, advérbios, dentre outros. Ainda assim, é perfeitamente compreensível.

Mas quantos textos como o do cronista encontramos por aí? E quantos de nós, cotidianamente, escrevemos desse modo? Um texto claro, bem escrito, e que favorece a compreensão do leitor é, tipicamente, aquele em que os elementos de coesão foram usados adequadamente, deixando-o harmônico e com encadeamento das ideias.

[10] Autor: *Holger Langmaier*. Disponível em: <https://pixabay.com/p-886412/?no_redirect>.
[11] SABINO, F. Editora Record, 1962. **A mulher do vizinho**. Acesso em: 10 fev. 2020.

5.4 CONECTIVOS

Um texto bem estruturado deve apresentar, segundo Hoey (1978), uma introdução/situação, problema, solução e avaliação, pois isso poderá influenciar positivamente na maneira de ler e compreender tal texto.

Em um texto coerente, há articulação e harmonia entre as partes. A coerência está ligada à linearidade que estabelece um sentido, uma conexão ao texto. Essa conexão é realizada por meio de palavras que servem para unir ideias dentro de um texto: os conectivos.

Atenção

A conexão é realizada por meio de palavras que servem para unir ideias dentro de um texto.

Os conectivos são chamados de elementos de coesão por conexão, ou seja, são palavras que visam juntar duas ou mais ideias, ou informações, dois ou mais argumentos ou dados, etc. Há alguns tipos de conectivos:

a) sequenciadores temporais (*at night*, *in the early morning*);

b) marcadores espaciais (*at home*, *inside the cinema*);

c) conectores lógicos (*because*, *besides*, *firstly*), que visam expressar relações coesivas de adição;

d) conclusão (*finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually*);

e) causa e consequência (*due to, because of, because, since, as, therefore, consequently, as a result, so*);

f) síntese (*in conclusion, in summary, all things considered*);

g) contradição (*but, however*);

h) ordenação de ideias (*first, second, finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually*).

Conhecer o valor desses elementos de coesão é fundamental para acompanhar o desenvolvimento do pensamento do autor.

Os principais conectivos são as conjunções e os marcadores do discurso. Vamos conhecê-los um pouco melhor.

5.5 CONJUNÇÕES

As **conjunções** são conectivos que ligam duas orações entre si ou que, dentro de uma mesma oração, ligam dois termos independentes.

Por exemplo:

a) ligando duas orações:

[She worked hard] ***but*** *[she never got accepted for that job];*

b) ligando dois termos:

I will read [a book] ***or*** *[a newspaper].*

5.6 MARCADORES DO DISCURSO

Os **marcadores do discurso** são palavras ou expressões usadas para ligar ideias, para dar coesão ao texto. São usados para evitar repetições e ligar os elementos da sentença ou parágrafo, por exemplo: além disso, por outro lado, no entanto, a propósito etc.

Há três tipos de marcadores:

a) de sequência de eventos (estabelecem a relação de tempo, por exemplo: *em seguida* etc.);

b) de organização do discurso (indicam a ordem em que os assuntos serão tratados, preveem as ações do autor – se irá resumir, definir, enumerar, exemplificar ou concluir. Exemplo: *a seguir* etc.);

c) os que indicam o ponto de vista do autor sobre o que está escrevendo (*na minha opinião* etc.).

5.7 LEIA-ME

Chegou a hora da nossa prática! Nesta última sequência de atividades, utilize seu conhecimento de organização textual e consolide ainda mais suas estratégias de leitura e compreensão da língua inglesa.

Mãos à obra!

5.7.1 Atividade

Aprendendo com conectivos

Estudaremos este texto analisando suas partes, de acordo com os seguintes objetivos:

a) organização textual (conjunções e marcadores do discurso);

b) leitura de um texto longo;

c) leitura detalhada.

TEXTO 1

A survey of digital library education

INTRODUCTION

Digital library is a term and concept that serves as an umbrella for a great many of diverse activities. Virtual library, electronic library, library without walls and a few other terms have also been used to carry a similar connotation, but the term 'digital library' seems to be here to stay. But what does this concept cover?

A number of differing interpretations exist, as formulated by sharply different and divided communities that have something to do with digital libraries.

In this paper we are concerned with education for digital libraries. Clearly, the differing interpretations of what is meant by digital library, as well as what topics or activities are covered provide necessary educational context(s) and perspective for choices and orientation from curricula to courses to topics. The classic educational questions, asked about teaching in all educational areas, are being asked in great many institutions in relation to digital libraries:

Why teach digital libraries?

What to teach about digital libraries?

How to teach about digital libraries?

The first question relates to specification of a rationale to incorporate teaching of digital libraries in a given educational perspective, framework, curriculum, or even course – there is much more to a rationale than pragmatically saying: "It is there, thus we teach." The second question deals with selection of content from a myriad of topics from general to specific that are directly connected with digital libraries and are based on the chosen rationale. The third question gets to choices not necessarily only of pedagogy, but more importantly, of ways and means to incorporate and organize the chosen topics into given curricula, courses, and offerings.

In this paper we explore the three questions in an analytical way and with the 'real world' as a primary source. Our goal is not to be prescriptive. For the question on rationale, we briefly explore the nature and growth of different activities related to digital libraries. Their existence is forcing educational choices. For the second question, we explore the different conceptions of digital libraries as perceived in different communities. The third question constitutes the bulk of the paper: we provide results of a survey on digital library education from a number of academic institutions,

mostly, but not all, from the U.S. Based on results we discuss differing models that have emerged in the teaching of digital libraries.

This is a work in progress. We plan to continue and expand this work with further analyses, covering more institutions, disciplines, and efforts, both nationally and internationally, and present the results in comprehensive reports. A similar survey was conducted in 1998 (Spink & Cool, 1999a, 1999b). This report could be considered as a continuation of that effort. This is also an outgrowth of interest in teaching and research in digital libraries at our institution, the School of Communication, Information and Library Studies, Rutgers University. A course Digital Libraries was first offered in the Fall 1998 and continues to be offered. Along with the course, we established D-Lib Edu: Resources for Education in Digital Libraries, a web-based, collaboratively constructed compendium of sources useful for education and study in this area. Multidisciplinary research in digital libraries at Rutgers University is covered by the Rutgers Distributed Laboratory for Digital Libraries (RDLDL), involving participants from several university departments and schools, as well as others holding seminars on digital libraries covering a wide array of research topics. All of these have contributed to our thinking and work reported here.

Fonte: SARACEVIC, T.; DALBELLO, M. A survey of digital library education. **Proceedings of the American Society for Information Science and Technology**, New Jersey, v. 38, p. 209-223, 2001.

a) Os cognatos do título o auxiliaram a deduzir o significado da palavra "*survey*"?

____

____

b) Quais são os termos utilizados com a conotação semelhante a "*Digital Library*"?

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Atenção

Marcadores do discurso

Os conectivos lógicos estabelecem relações entre as ideias contidas em um mesmo parágrafo e em outro. Conhecer o valor desses elementos de coesão é fundamental para acompanhar o desenvolvimento do pensamento do autor, por exemplo: na linha 4, a conjunção *BUT*; os marcadores *IN THIS PAPER* (segundo e quarto parágrafos); *THIS IS A WORK IN PROGRESS* (quinto parágrafo) etc.

Coeso significa ligado, é a propriedade que os elementos textuais têm de estar interligados.

Nesse texto, além de utilizarem outros recursos de coesão e coerência para uma melhor organização textual, os autores também estão definindo conceitos, explicando, exemplificando e enumerando fatos.

Vamos dar uma olhada!

c) Leia o terceiro parágrafo, sublinhe a relação de fatos e a explique com suas próprias palavras:

____

____

____

d) Leia novamente o texto anterior, identifique alguns conectivos e diga as ideias que eles expressam:

Conectivo	Parágrafo e linha	Ideia

5.7.2 **Atividade**

Aprendendo com conectivos

TEXTO 2 (continuação)

WHY TEACH DIGITAL LIBRARIES? CHOICES FOR RATIONALE

What is a 'digital library?' The answer is not self-evident. Digital library as a concept and a reality is defined in a number of ways; at times it is even treated as a primitive, undefined concept. In other words, there is no agreed upon definition of digital libraries. We will reflect more about this in the review of definitions in the next section.

In order to develop a rationale for teaching, we interpret digital libraries and all the associated activities in a broad sense as to encompass great many variations on two general themes of (i) organizing and accessing human knowledge records in (ii) digital and networked environments. More often than not, this understanding is an implicit rather than an explicit assumption in the majority of works claiming to deal with digital libraries. The first of the two underlying themes is not new, of course. Collecting, organizing, preserving, and accessing human knowledge records were themes of many efforts from the dawn of civilizations, across time, cultures, geographic boundaries, and societies.

It is a permanent theme, because the evolution and functioning of any advanced society is connected with creation and use of a societal memory through records. And the first theme was always connected with the second one, reflecting the technology of the time, and thus, the types of implementations over time. The permanence of these themes and the connection to the new technology is subtly reflected and summarized in the title of a recent book about digital libraries: "From Gutenberg to the Global Information Infrastructure: Access to information in the networked world." (Borgman, 2000). The assumption is that the new digital technology and networks will affect and even revolutionize the handling of human knowledge records, and through it, the society as a whole, as much, if not more, than the technological invention symbolized under Gutenberg's name. Although it is too early to tell, this seems indeed to be the case.

Given that understanding and the advances in capabilities of digital and network technologies, it is not surprising that digital libraries draw a lot of interest. The history of digital library is short and explosive. A number of early visionaries, such as Licklider (1965), had a notion of libraries in the future being highly innovative and different in structure, processing, and access through heavy applications of technology. But, besides visionary and futuristic discussions and highly scattered research and developmental experimentation, nothing much happened in the next two decades. By the end of the 1980s, digital libraries (under various names) were barely a part of the landscape of librarianship, information science, or computer science. But just a decade later, by the start of 2000s, research, practical developments, and general interest in digital libraries has exploded globally. What a decade for digital libraries!

Several trends affected this digital library explosion. First, advanced societies in the Western world kept evolving into a new form variously referred to as information-, knowledge-, or post-industrial society. Managing knowledge records became an ever more important part AND problem of that evolving society, especially since the phenomenon of information explosion, the unabated growth of knowledge records of all kinds, kept accelerating. Second, the digital and networked technology reached a certain level of maturity and spread rapidly, which provided for more involved, varied, and broader opportunities and problems at the same time. Third, in most, if not all fields, the nature of scholarly communication changed drastically, creating problems and fueling exploration for new approaches for supporting and sustaining it. Fourth, substantive funding became available for research and for practical developments and explorations on a variety of solutions to these problems. Digital libraries have been embraced as one (but not the only one) of the more advanced and more encompassing conceptual and practical solutions.

The impetus for explosive growth of activities associated with digital libraries came from two sides: a wide recognition of the enumerated social and technical trends and associated problems, and more importantly, availability of substantial funding to address the problems. The amount of funding for digital libraries in the last decade is hard to establish, however, it is in the range of several $100 millions internationally. Here are some examples as to highly diverse funding sources, illustrating at the same time a variety of efforts and approaches:

- ***Funding for research on digital libraries came from a variety of governmental organizations.***
- ***Funding for practical developments from government and organizational sources.***

- ***Funding for operations from academic and public institutions.***
- ***Funding for new implementations in their realm from professional and scientific societies and subject-specific institutes***
- ***Funding from publishers to enter the new age of digital publications and access.***
- ***Funding for putting their treasures in the digital domain from historical societies, archives, and museums.***
- ***Funding from collaborative contributions to provide for common good in the new Internet.***

Clearly, much more funds and efforts have been spent on digital libraries in great many countries and world regions, way above the few examples provided above. The Library of Congress on its web pages provides an impressive set of links to various digital libraries internationally, and so does the journal D-Lib Magazine. These efforts produced a large number of practical developments, a considerable amount of professional experiences, a number of new practices, a score of new methodologies, many new technology-based applications, considerable research on a number of complex problems, and an evolving body of (as yet widely scattered) scholarly knowledge. All these exist and they provide choices for establishing a rationale for education in digital libraries. But the array of choices is wide.

Unfortunately, education has had little direct or organized connection with any of these rapid and substantive developments. There was little or no funding for education in digital libraries, as related to any of the multitude of the diverse activities. True, a number of research leaders in digital libraries have also been connected with some or other course in digital libraries, but the whole connection is sporadic rather than organized and systematic. Overall, education is not a leader by any stretch of imagination, but a follower in digital libraries. Mostly, the existing rationale for digital library education, if offered at all, is reactive, meaning that education reacts with a time lag to both research and practical developments in digital libraries.

Fonte: SARACEVIC, T.; DALBELLO, M. A survey of digital library education. **Proceedings of the American Society for Information Science and Technology**, New Jersey, v. 38, p. 209-223, 2001.

a) Verifique se a afirmação é (F)alsa ou (V)erdadeira e identifique a numeração do parágrafo em que se encontra a resposta:

( ) a.1) Há um consenso sobre a definição de biblioteca digital.

Parágrafo: ______

( ) a.2) A organização e o acesso dos registros do conhecimento humano iniciaram-se com as novas tecnologias de informação.

Parágrafo: ______

( ) a.3) Os ambientes de rede e a digitalização contribuíram no desenvolvimento das bibliotecas virtuais.

Parágrafo: ______

( ) a.4) As pesquisas sobre bibliotecas digitais foram exploradas globalmente a partir dos anos 2000.

Parágrafo: ______

b) O crescimento das bibliotecas digitais deve-se a vários aspectos, tais como:

____

____

____

____

____

____

c) Dando continuidade ao estudo dos conectivos/marcadores do discurso, leia a segunda parte do texto e sublinhe todas as conjunções e *signal words*;

d) Você deve ter sublinhado as conjunções que seguem abaixo. Que ideias expressam?

L 3 – *In other words*	
L 5 – *In order to*	
L 10 – *The first*	
L 23 – *Although*	

5.7.3 Atividade

TEXTO 3 (continuação)

WHAT TO TEACH ABOUT DIGITAL LIBRARIES? CHOICES FOR CONTENT

The answer depends, to a large extent, on having a relatively clear idea about what are digital libraries. As mentioned, no agreed upon definition exists, which is fine, because the same constructs can be viewed from a number of viewpoints or perspectives. Let us explore some of these perspectives through definitions offered. Of course, a choice of a given perspective dictates the choice of the content.

Different perspectives about digital libraries, together with competing visions and associated definitions, come from several communities that are involved in digital library work. We are concentrating here on two communities: research and practice. While they work and proceed independently of each other, they can be considered on two ends of a spectrum, which as yet have not met in the middle. To use another metaphor: the research and practice communities are in the same planetary system, but one is on Mars, the other on Venus. The research community grounded mostly in computer

science, on one end of the spectrum, asks research questions directed toward future vision or visions of digital libraries, or rather of their various technology oriented aspects and components, unrestricted by practice. On the other end of the spectrum, the practice community, grounded mostly in librarianship and information science, asks developmental, operational, and use questions in real-life economic and institutional contexts, restrictions, and possibilities, concentrating on applications on the use end of the spectrum.

In research, DLIs did not define 'digital library.' In order to incorporate a wide range of possible approaches and domains, the concept is treated broadly and vaguely. Thus, the projects, particularly in DLI-2, cover a wide range of topics, stretching the possible meaning of digital library to and even beyond the limit of what can be considered as being digital and at the same time recognizable as any kind of a library or a part thereof. This is perfectly acceptable for research – frontiers need to be stretched. But at the same time, it makes choices for educational content diffuse and difficult.

The closest to the definition applicable to the approaches taken by the research community is the one given by Lesk (1997) in the first textbook on the topic:

> digital libraries are organized collections of digital information. They combine the structure and gathering of information, which libraries and archives have always done, with the digital representation that computers have made possible. (Emphasis in this and following definitions is added to illustrate possible choices for educational content).

Arms (2000) in a newer text on digital libraries, also from a research community and technology applications perspective, provides what he calls an "informal definition:"

> a digital library is a managed collection of information, with associated services, where the information is stored in digital formats and accessible over a network.

The practice community, whose majority is residing in operational libraries, concentrates on building operational digital libraries, their maintenance and operations, and providing services to users. The approach is developmental, operational, and eminently practical, with relatively little or no research involved. As a result, hundreds, if not thousands of digital libraries have emerged worldwide, with more becoming operational every day. The efforts are diverse. Many approaches are being used. Many types of collections and media are included and processed in many different ways. Many are located in libraries, creating a hybrid library (combination of a traditional and digital library); others are not bound to brick and mortar libraries at all.

In the US, the Digital Libraries Federation (DLF) (formed in 1995) is an organization of research libraries and various national institutions. The stated goal of DLF is "to establish the conditions necessary for the creation, maintenance, expansion, and preservation of a distributed collection of digital materials accessible to scholars and the wider public." The organization represents libraries and practitioners. After considerable deliberation, DFL agreed on a "working definition of digital library," representing the definition of the practice community:

> *Digital libraries are organizations that provide the resources, including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities.*

Borgman (1999, 2000) provides a more complex definition (including an extensive discussion) of digital libraries, a definition that may be considered as a bridge between the research community definition and practical community definitions:

> *Digital libraries are a set of electronic resources and associated technical capabilities for creating, searching, and using information. [...] They are an extension and enhancement of information storage and retrieval systems that manipulate digital data in any medium [...]. The content of digital libraries includes data, [and] metadata [...]. Digital libraries are constructed, collected, and organized, by (and for) a community of users, and their functional capabilities support the information needs and uses of that community.*

Following these perspectives, the content choices fall into categories that are based on: systems, networks, and technology; collection and resources in various media; representation, organization, and operability; storage and searching; functionality, access and use; institutions and services; and user communities and related applications. The educational choices are among technology, resources, organization, access, institutions, and use, or a mix thereof. A balanced and at the same time a comprehensive mix is difficult, if not impossible, to achieve.

Fonte: SARACEVIC, T.; DALBELLO, M. A survey of digital library education. **Proceedings of the American Society for Information Science and Technology**, New Jersey, v. 38, p. 209-223, 2001.

a) Complete o quadro:

Diga com suas próprias palavras as DEFINIÇÕES sobre BIBLIOTECAS DIGITAIS apresentadas por:

Lesk (1997)	
Arms (2000)	
DFL (1995)	
Borgman (1999, 2000)	

b) Explique a discussão sobre as duas variações de como ensinar sobre bibliotecas digitais:

____

____

____

____

c) O autor, quando fala das perspectivas da biblioteca digital, usa a metáfora: "as comunidades de pesquisa e prática estão no mesmo sistema planetário, mas um está em Marte e o outro está em Vênus". Explique o porquê da diferença:

____

____

____

____

d) Leia o texto e sublinhe cinco marcadores do discurso;

e) Classifique as conjunções/marcadores do discurso que aparecem no texto, conforme o exemplo:

e.1) *But* = conjunção contrastiva;

e.2) *However* =

e.3) *And* =

e.4) *For the second question* =

e.5) *Also* =

RESUMO

Vimos que a textualidade é um conjunto de características que fazem com que um texto seja considerado como tal, não apenas uma sequência de palavras e frases. Para isso, é necessária a utilização de palavras que conectem as ideias.

Consideramos, então, como elementos da coesão, todas as palavras e expressões que servem para estabelecer elos ou para criar relações entre as partes do discurso, por exemplo: assim, dessa forma, entretanto, embora, porém etc. Além de ligarem parte do discurso, essas palavras estabelecem relação semântica: causa, finalidade, comparação, adição, contradição etc.

Portanto, a coesão é a amarração de frase a frase, período a período, parágrafo a parágrafo, na superfície do texto. É importante que você perceba esses entrelaçamentos significativos estabelecidos pelos conectivos/*logical connectors*.

Como foi possível perceber nesta Unidade, os conectivos e os marcadores do discurso são recursos que auxiliam a organização textual e facilitam sua leitura e compreensão pelo leitor.

Sugestão de Leitura

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Semestre 2

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